

## Lower KS2 Year A Curriculum Map Overview

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Title</b>	<b>The Romans</b>	<b>Raging Rivers</b>	<b>Anglo-Saxons and Scots</b>	<b>Vikings and Anglo-Saxons</b>	<b>Marvellous Maps</b>	<b>The UK and Raging Rivers</b>
<b>Curriculum Driver</b>	Environment	Diversity	Wellbeing	Diversity	Wellbeing	Environment
<b>Links to Previous /Future Topics</b>	UKS2 Volcano	UKS2 Water transportation, electricity	KS1 Living things and habitats	KS1 Animals including humans UKS2 Monarchs	KS1 Map skills UKS2 Map skills, forces and magnets, North America, Myans	KS1 UK capitals UKS2 Light
<b>Enrichment</b>			Wellbeing workshop	Sutton Hoo – Long Shed	Suffolk Farm Fair Enterprise project Y4	Summer Production
<b>English Key text</b>	<p><b>CUSP Writing</b></p> <p>Strong start to writing 2 weeks</p> <p>Poetry on a theme (emotions A (Y3)</p> <p>First person narrative description A</p> <p><b>CUSP Reading</b></p> <p>Greta and the Giants Block 1 (Y3)</p> <p>Pebble in my pocket Block 2,3</p>	<p><b>CUSP Writing</b></p> <p>Non-chronological reports A</p> <p>Formal letters to complain A</p> <p><b>CUSP Reading</b></p> <p>Leon and the place between Blocks 4, 5</p> <p>‘Twas the night before Christmas Block 6</p>	<p><b>CUSP Writing</b></p> <p>Dialogue through narrative (historical stories) A</p> <p>Advanced instructional writing A</p> <p><b>CUSP Reading</b></p> <p>Sam Wu is not afraid of the dark Blocks 7, 8, 9</p>	<p><b>CUSP Writing</b></p> <p>Third person narrative (animal stories) A</p> <p>First person narrative descriptions B</p> <p>Recount of trip</p> <p><b>CUSP Reading</b></p> <p>Operation Gadgetman (includes My Shadow Robert Louis Stephensen) Blocks 10, 11</p>	<p><b>CUSP Writing</b></p> <p>Non chronological reports B</p> <p>Dialogue through narrative (historical) B</p> <p><b>CUSP Reading</b></p> <p>Operation Gadgetman (includes My Shadow Robert</p>	<p><b>CUSP Writing</b></p> <p>Poetry on a theme (emotions) B (enrichment)</p> <p>Advanced instructional writing B</p> <p><b>CUSP Reading</b></p> <p>The Magician’s Nephew Blocks 16, 17, 18</p>

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					Louis Stephensen) Blocks 12  Dancing Bear Blocks 13, 14, 15	
Maths WRM	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Length and Perimeter Fractions Mass and Capacity (Year 3) Decimals (Year 4) Measurement (Year 4)		Fractions (Year 3) Money Time Shape Statistics Decimals (Year 4) Statistics (Year 4) Position and Direction (Year 4)	
Science CUSP	Introduce: Rocks	Introduce: Electricity	Introduce: Living things and their Habitats	Introduce: Animals Including Humans	Introduce: Forces and Magnets	Introduce: Light
History CUSP	Roman Empire and Impact on Britain		Britain's Settlement by Anglo Saxons and Scots	Viking and Anglo Saxon struggle for Kingdom of England to Edward the Confessor		
Geography CUSP		Study of the Water and Rivers			Map Skills, Regions of Europe, Russia and N & S America	Revisit: UK Study and Revisit: Rivers
Art Kapow				Craft and Design: Fabric of Nature  (finish after Easter)	Drawing: Power Prints	Play props

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DT Kapow	Structure: Pavilions	Electrical Systems: Torches	Structure: Constructing a castle			
Music SingUp	I've Been to Harlem	Chilled Out Clap Rap	Latin Dance	March from the Nutcracker	Just 3 Notes and Samba with Sergio	Fly with the Stars
PSHE Kapow	Families and Relationships		Citizenship	Health and Well-being	Safety and the Changing Body Economic Well-being (Enterprise project Y4)	Transition
RE Emanuel Project	Christianity: How does believing Jesus is their saviour inspire Christians to save and serve others?	Islam: Why do Muslims call Muhammad the Seal of the Prophets?	Hinduism: How does the story of Rama and Sita inspire Hindus to follow their dhama?	Judaism: What symbols and stories help Jewish people remember their covenant with God?	Christianity: Why do Christians believe they are people on a mission?	Sikhism: How do Sikhs put their beliefs about equality into practise?
Computing Teach Computing	Computing Systems and Networks	Creating Media — Stop Frame Animation	Data and Information — Branching Databases	Programming — Sequencing Sounds	Creating Media — Desktop Publishing	Programming — Events and actions in programs (micro:bits)
PE iMoves	Fundamentals Age 7-8 iMove Agility and Coordination  Lauren - Dance	Fundamentals Age 7-8 iPractise Resilience and Persistence  Mo - Football	Mo - Fundamentals Age 7-8 iCommunicate Social Skills and Teamwork  Swimming	Fundamentals Age 7-8 iCreate Creativity and Adaption  Swimming	Lauren - dance  Gymnastics	Fundamentals Age 7-8 iExercise Health and Fitness  Basketball
French Kapow	<b>French Greetings with Puppets</b>	<b>French Adjectives of Colour, Size and Shape</b>	<b>Playground Games: Numbers and Age</b>	<b>In a French Classroom</b>	<b>Bon Appetit</b>	<b>Shopping for French Food</b>

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<p>No Outsiders</p>	<p><b>The truth about old people</b>          Learning intention:          To recognise a stereotype          Aut 1</p>	<p><b>We are all Wonders by R.J. Palacio.</b>          Learning intention: To understand what a bystander is          Aut 2 anti-bullying</p>	<p><b>This is our house by Michael Rosen</b>          Learning objective: To understand what discrimination means</p>	<p><b>Planet Omar: Accidental trouble magnet</b>          Learning intention: To consider families living in Britain today          Spr 2</p>	<p><b>Beegu</b>          Learning intention:          To be welcoming to outsiders</p>	<p><b>The Hueys in the New Jumper by Oliver Jeffers</b>          Learning intention:          To use strategies to help someone who feels different          Aut 1?</p>
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